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Interacting in the Smog Factors that Shape Faculty Attitudes and Beliefs about Race and Inclusion

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Many faculty members realize that we must interact productively with diverse colleagues and students, and we must find ways to benefit from the talents of all members of our intellectual community. Put simply, we must aim for the ceiling rather than the floor. This means that we approach our work informed that engaging diversity in our classrooms will increase our success and the success of *all* our students. But in physics, it is often difficult to measure and address diversity issues because doing so is not perceived as central to our discipline. To address this apparent disconnection, we present some ideas on race [1] and inclusion [2] within the context of the physics instruction. Specifically, we speak to how university faculty might use inclusive pedagogy in physics education research and curriculum. Our goal here is to open a frank dialogue and present concrete avenues to explore as you create activities that serve your classroom best.

1. Tatum, Beverly Daniel. (2004). Changing demographics and challenges of the future. *Draft Proceedings of the National Science Board Workshop on Broadening the Participation in Science and Engineering Research and* Education. Arlington, VA: National Science Board; Tatum, Beverly Daniel. (1997). *Why are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race.* New York: Basic Books.

2. Bonilla-Silva, Eduardo. (2003). *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States.* Lanham, MD: Rowan & Littlefield; Thiederman, Sondra. (2003). *Making Diversity Work: 7 Steps for Defeating Bias in the Workplace.* Chicago: Dearborn Trade Publishing.